Ministry of
Education

2014/15
Annual Service Plan Report

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Minister's Message and Accountability Statement

I am pleased to present the *Ministry of Education 2014/15 Annual Service Plan Report*. We have a world-class education system in British Columbia built on the foundation of dedicated, talented teachers and administrators, well-funded programs and services and high-performing students. This year nearly 600,000 young British Columbians filled public and independent schools in every corner of the province eager to develop their skills, explore their passions and uncover their full potential.

This past year we have made substantial progress on many ministry and government initiatives, perhaps none more significant than the long-term deal reached with B.C. teachers. The six-year agreement was the longest in our province's history with the BC Teachers' Federation. It provides stability in our classrooms and allows us the opportunity to find common ground and move ahead for the benefit of all students.

International assessments continue to show that our students are among the very best in the world. We also continue to see dramatic improvements in student outcomes across the board, particularly for students with special needs and Aboriginal learners. However, our system's continued success relies on us being able to provide more personalized, flexible, hands-on learning opportunities that nurture the unique interests of each individual student. Through the goals set out in BC's Education Plan and Skills for Jobs Blueprint, we continue to make great strides towards that reality. In January we launched an updated Education Plan that outlined some of the tremendous progress made to date and next steps forward for key transformation objectives such as the provincial curriculum, graduation program, student assessment and skills training opportunities.

This winter we also hosted the 'BC Focus on Learning' forum at the Morris J. Wosk Centre for Dialogue in Vancouver. The forum was an opportunity for leaders from around the province to engage some of the foremost experts on education transformation on the future of learning and the economic case for change. This was also the platform to announce the K-12 Innovation Strategy – a partnership of schools, post-secondary institutions and teachers that will develop new, innovative teaching practices and approaches. In the months following the forum I have taken this conversation on the road, engaging local business and community leaders on how they can support innovative learning opportunities in their own backyards. Innovative learning isn't confined to the traditional classroom - now more than ever these community partners are vital to students succeeding on their educational journey.

We are all working towards the same goal – confident, diverse, capable young people ready to lead the careers of tomorrow. I truly believe we're on the right path and I'm excited to see just how much further ahead we'll be in another year's time. The Ministry of Education *2014/15 Annual Service Plan Report* compares the Ministry's actual results to the expected results identified in the *2014/15 - 2016/17 Service Plan.* I am accountable for those results as reported.

Honourable Peter Fassbender
Minister of Education

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Purpose of the Ministry

The purpose of the British Columbia school system is to enable the approximately 553,000 public school students, 81,000 independent school students, and over 2,200 home-schooled children enrolled each school year, to develop their individual potential and to acquire the knowledge, skills and abilities needed to contribute to a healthy society and a prosperous and sustainable economy. The Ministry provides leadership and funding to the K-12 education system through governance, legislation, policy and standards. The Ministry's role in helping to meet the purpose of the school system involves co-governing the K-12 education system with boards of education, working closely with a network of partners, including independent school authorities, professional education organizations, public libraries, First Nations representatives, provincial ministries and agencies and the private sector. Specific roles and responsibilities are set out under the *School Act*, the *Independent School Act*, the *Teachers Act*, the *Library Act*, the *First Nations Education Act*, the *Community Care and Assisted Living Act*, the *Special Accounts Appropriation and Control Act*, and accompanying regulations.

Strategic Direction and Context

Strategic Direction

The goal of this government is to ensure that British Columbians are at the front of the line for the one million job openings forecast for the B.C. economy in the coming years. The ability of British Columbians to take full advantage of our growing economy is determined in part by making sure that the right opportunities are made available to students in different areas of the province. To this end, the Ministry is focused on priorities outlined in the 2013 Minister of Education's Mandate Letter and in the current 2015 Mandate Letter: a balanced budget; labour stability; successful implementation of B.C. Jobs Plan and B.C.'s Skills for Jobs Blueprint: Re-engineering Education and Training priorities; and continuation of the educational reforms outlined in the B.C. Education Plan. The Ministry made significant progress in new and ongoing work supporting these priorities. An overview of accomplishments in relation to the mandate letter is provided in the Report on Performance section, and a detailed account is provided in Appendix B. In accordance with the Taxpayer Accountability Principles, we need to ensure we are stretching the value of every dollar provided by taxpayers to B.C.'s school system. By working with school districts to share services and find administrative efficiencies, we can help maximize resources for the classroom. Most activities that resulted in successful delivery of services depended on effective collaboration between government ministries, school districts, teachers, parents, post-secondary institutions, provincial agencies, industry and employers.

Strategic Context

B.C. has a strong education system, with motivated and talented students, outstanding teachers, committed parents, skilled administrators and dedicated education partners. B.C. students perform among the best in the world by many measures. However, the world is continuing to change rapidly and we need to respond. We owe it to our students to keep pace, and create a more flexible and dynamic education system where students are more engaged and better prepared for their life journey.

In response, the Ministry of Education continues to drive a strong transformation agenda, looking to maintain B.C.'s standing as global leaders in the education field. B.C.'s Education Plan provides the vision for how the Ministry and its partners are transforming the education system and supports the Ministry's aim to consistently prepare capable young people ready to succeed in a rapidly changing world. We are constantly evolving curriculum, assessments, methodologies and reporting practices to ensure that B.C. continues to lead.

In 2014, B.C.'s real GDP increased by 2.6 per cent (according to preliminary GDP by industry data from Statistics Canada), following growth of 1.9 per cent in 2013. Increased tourism and interprovincial migration helped to drive strong retail sales growth. In addition, continued low interest rates supported growth in housing starts. Despite unbalanced external demand, B.C. exports and manufacturing shipments made notable gains. Meanwhile, employment in B.C. increased modestly. Several risks to B.C.'s economy remain, including the potential for a slowdown in domestic and United States activity, ongoing fragility in Europe, and slower than anticipated Asian demand, particularly in China. Additional risks include a fluctuating Canadian dollar and weak inflation, in part due to lower oil prices.

With these economic changes, we have an incredible opportunity on the horizon: 1 million jobs. About 530,000 young people will enter the job market over the next 10 years, according to economic forecasting and labour information from the Ministry of Jobs, Tourism and Skills Training. With a strategic focus on B.C. Jobs Plan and B.C.'s Skills for Jobs Blueprint: Re-engineering Education and Training priorities, the Ministry of Education is able to support government priorities and help take advantage of the economic opportunities while mitigating the risks.

Report on Performance

This annual service plan report provides data and discusses the results related to measures in the Ministry of Education 2014/15 – 2016/17 Service Plan. The Province's fiscal year does not parallel the school year; therefore, some data are unavailable at this time. However, the ministry is committed to making information and data publicly available and accessible. The Ministry also consistently makes student achievement information available through the ministry's reporting website, DataBC, and through publicly accessible tools like Discover Your School.

The Ministry of Education operates in accordance with the Taxpayer Accountability Principles. Work within the Ministry is driven by the Minister's Mandate letter, aligning both with government's strategic mandate and the Ministry's goals, objectives, and strategies. Comparing performance against the principles and results helps to inform strategic decision making at the Minister level. With this focus there is a principled and cost-conscious approach to efficient public service delivery.

Each year the Ministry is provided with key priorities that are outlined in the Minister's Mandate Letter from the Premier. The 2013 mandate letter informed the planning process for the 2014/15 Service Plan, and the Ministry of Education has made significant accomplishment in regards to the various priorities over the 2014/15 fiscal year. To keep in line with an overall balanced budget, Ministry spending was contained to the authorized appropriation, and austerity measures were consistently applied. Seismic upgrading has continued to be a priority, and as of May 2015, 146 schools have been seismically improved, 15 are under construction, nine are proceeding to construction in 2015/16 and a further 44 are in the planning and pre-tender stage. Relationships with education partners were an areas of focus, and negotiations with teachers resulted in an unprecedented

six-year contract in September 2014. The Ministry also continues to work with the BC Public School Employers Association (BCPSEA) to review the mandate and structure of BCPSEA to provide options for reform.

The Ministry maintains a strong focus on students and parents. Work on the BC Education Plan to revise curriculum has been ongoing. Teacher-writing teams have worked with the Ministry to co-construct various curricula, and the Ministry continues to work with teachers and education partners on core competency profiles and on a new provincial assessment program. The Ministry continued to focus on its ERASE initiative, a comprehensive prorevention and intervention strategy designed to promote positive mental health, foster school connectedness and address bullying and other harmful behaviours in schools. Over 10,000 educators and community partners have participated in ERASE training to date. Currently, 11 textbooks are available online for parents, covering literacy and numeracy skills from Kindergarten to Grade 8, and the Ministry has provided access to many parent support resources through Open School BC.

In December 2014, the *Canada-BC Agreement for the Administration and Delivery of the BC Training and Education Savings Grant* was signed. Implementation is ongoing and on schedule for a launch date of August 15, 2015. This program will encourage B.C. families to start planning and saving early for their children's post-secondary education. To help, the B.C. Government will contribute a grant of $1,200 to eligible children through the BC Training and Education Savings Program (BCTESP)

The Ministry has also worked with partners to provide assistance for trades training transitions, including the launch of *BC's Skills for Jobs Blueprint: Re-engineering Education and Training*, a ten year plan to help students and their families make informed choices about future career paths. The Ministry also provided 26 school districts with Rural Skills Access Grants of $5,000 each to help overcome access obstacles to training. Finally, the Ministry continues to work with Independent schools to review and provide options for improving and supporting educational choice for students and parents in B.C. Each of the priorities identified in the 2013 Minister's Mandate letter and the significant activities for each priority are included in Appendix B.

The 2015/16-2016/17 Service Plan provided the Ministry of Education with the opportunity to review the performance measures. As a result of this review, some measures were removed and new measures introduced that more accurately reflect the Ministry's mandate and strategic directions. As this Annual Service Plan Report compares actual results to targets from the 2014/15-2016/17 Service Plan, the new performance measures are not included in this document. This Annual Service Plan Report will be the final report on the 2014/15 performance measures that have been removed in the latest service plan. Expanaltory notes are included for each performance measure that has been removed.

Goal 1: Personalized, flexible education that enables students to be successful. For greater detail see pages 9 to 11	**2014/15 Target**	**2014/15 Actual**
1.1 A personalized learning system that takes into account the learning motivations, needs and styles of individual students		
Percentage of students who successfully complete their grade level and transition to a higher grade level the following year	Grade 8 ≥97% Grade 9 ≥97% Grade 10 ≥92% Grade 11 ≥88%	Data available in Jan 2016

1.2 A flexible education system that provides families, students and teachers choices in how, when and where education is delivered.		
1.3 An education system focused on student success.		
The percentage of high school graduates who enter a public post-secondary institution within three academic years of graduating from high school.	≥70%	Data available May 2016. Visit the Student Transitions Project for results.
Goal 2: Effective support for teachers For greater detail see pages 11 to 12	**2014/15 Target**	**2014/15 Actual**
2.1 Improved communication with teachers		
2.2 Improved support for teachers		
Goal 3: An effective, accountable and responsive education system For greater detail see pages 12 to 16	**2014/15 Target**	**2014/15 Actual**
3.1 High standards for individual students		
The percentage of children who enter kindergarten developmentally ready to learn	≥75%	Data Available 2016
Percentage of students in Grade 4 and 7 who meet or exceed reading expectations	Grade 4 ≥73% Grade 7 ≥75%	Data Available June 2015
Percentage of students who pass a Grade 10 and 12 language arts provincial exam	Grade 10 ≥93% Grade 12 ≥92%	Data Available June 2015
Percentage of Aboriginal students who complete school within six years from the first time they enrol in Grade 8	62%	Data Available Oct 2015
Percentage of students who complete school within six years from the first time they enrol in Grade 8	≥84%	Data Available Oct 2015
3.2 A transparent and responsive education system that works with families, business and communities to position students for success in post-secondary education and in the workplace.		

Goals, Objectives, Strategies and Performance Results

For 2014/15, the Ministry of Education had three main goals:

1. Personalized, flexible education that enables students to be successful;
2. Effective support for teachers; and
3. An effective, accountable and responsive education system

The Ministry is working with our education partners to create a high quality, flexible and personalized education system that supports all students in their challenges and encourages them to explore natural strengths and motivations. We are committed to an education system that is more open and accountable to students, families, communities and the public, and better connected and responsive to their needs. Through the combined efforts of all partners in the education system to remove obstacles and provide guidance, our students will become responsible, well-educated citizens, who pursue their dreams, strengthen their communities, and contribute to a more prosperous British Columbia.

Goal 1: Personalized, flexible education that enables students to be successful

Objective 1.1: A personalized learning system that takes into account the learning motivations, needs and styles of individual students

Strategies

- Modernize our current curriculum in collaboration with education partners, parents and the public, and align assessment methods to make them more responsive to individual students; and
- Create an inclusive education system that recognizes and supports the needs of all learners, including Aboriginal, French-language, English Language Learning (ELL), international, and rural students, as well as students with special needs.

Performance Measure 1: Grade to grade transition rates

Performance Measure		2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Target	2014/15 Actual	2015/16 Target	2016/17 Target
Percentage of students who successfully complete their grade level and transition to a higher grade level the following year.	Grade 8 to Higher Grade	97%	97%	97%	≥97%	Data Available February 2016	≥97%	≥97%
	Grade 9 to Higher Grade	96%	96%	97%	≥97%	Data Available February 2016	≥97%	≥97%
	Grade 10 to Higher Grade	91%	92%	93%	≥92%	Data Available February 2016	≥92%	≥92%
	Grade 11 to Higher Grade	87%	88%	89%	≥88%	Data Available February 2016	≥88%	≥88%

Data Source: Grade to grade transition rates are based on data collected by the Ministry of Education. As data is released, it becomes available at: http://www.bced.gov.bc.ca/reporting/.

Discussion

This measure represents the percentage of students who in a given year successfully complete the grade level they are at and transition to a higher grade level the following year. Secondary grade-to-grade transition rates have increased since 2006/07 and remained steady in recent years, with minor increases year over year for Grades 9, 10 and 11. Grade 8 has stayed consistently high at 97 per cent over the past three years.

How students move from one grade to the next gives us an idea of whether they are succeeding. The more students that transition in a timely fashion from one grade to the next, the greater the likelihood they will graduate and the better prepared they are to move into the workplace or continue their education.

Objective 1.2: A flexible education system, that provides families, students and teachers choices in how, when and where education is delivered

Strategies

- Recognize multiple pathways to graduation and career preparation, including traditional classrooms, distributed learning, independent schools, home schooling, apprenticeships, learning in the community, the arts, public libraries, trades training involving local industry and group learning options; and
- Create more flexibility and accountability within the funding system for education that supports personalized learning, encourages student participation in trades training, and streamlines transition to post-secondary pursuits.

Objective 1.3: An education system focused on student success

Strategies

- Enhance the educational environment to allows students to discover their strengths and provide students with opportunities to overcome challenges and learn to succeed;
- Through the ERASE Strategy, work with school districts, non-governmental organizations, and education partners to foster school connectedness, promote mental health literacy, and equip educators and community partners with the essential skills to identify harmful behaviours in students and intervene as early as possible to connect those students with appropriate family, school and community supports;
- Work with the Ministry of Advanced Education on a joint strategy to increase the number of K-12 students entering post-secondary education and trades training and facilitate transitions to the workplace. To support this work, the Ministry has appointed a Superintendent of Careers and Student Transitions, and with the Ministry of Advanced Education has appointed a Superintendent of Graduation and Student Transitions;
- Create partnerships between the K-12 education sector, post-secondary institutions, business and local communities to help connect students with opportunities available in various sectors and supporting the students to form and achieve their career goals. For more information, visit Discover Skills online or refer to B.C.'s Skills for Jobs Blueprint; and
- Work with the Ministry of Health on the Healthy Schools BC initiative, which aims to improve the educational and health outcomes of students using a Comprehensive School Health approach. In their Service Plan, the Ministry of Health reports on the percentage of students who report at school they are learning to stay healthy. The Ministry of Education's role is to provide advice, consult with education partners on development of resources and implementation of initiatives, and maintain effective communication with school districts.

Performance Measure 2: Transition rate of high school students to public post-secondary education

Performance Measure	2010/11 Baseline[1]	2012/13 Actual	2013/14 Actual	2014/15 Target	2014/15 Actual	2015/16 Target	2016/17 Target
The percentage of high school graduates who enter a public post-secondary institution within three academic years of graduating from high school.	68%	69%	67%	≥70%	Data available May 2016	N/A	N/A

Data Source: Ministry of Advanced Education, Student Transitions Project

[1] Data for the 2010/11 baseline includes 2007/08 high school graduates whose year of entry into the public post-secondary system was 2008/09, 2009/10 or 2010/11.

Discussion

Immediately after graduating from high school, about half (53%) of graduates in B.C. enrol in post-secondary education. A significant group (10%) transition to post-secondary education after a "gap" year. After three years, two-thirds (66.9%) of high school graduates have enrolled in some kind of post-secondary education. Although these results pertain to the 2010/11 graduating cohort, the results are similar for other cohorts.

The rate of transition to post-secondary education is a good indicator of how well the K–12 education system is preparing students for the 21st century. Research indicates that individuals with post-secondary education tend to have higher rates of employment, higher earnings, and a greater overall quality of life. However, post-secondary studies may not be relevant to the interests of all students. As such, transition rate of high school students to public post-secondary education was replaced in the 2015/16-2017/18 Service Plan with performance measures that reflect paths to both post-secondary education and the world of work at multiple, strategic points in the graduation years. Please see the 2015/16-2017/18 Service Plan for more information.

For more information on transitions to post-secondary, please visit www.bced.gov.bc.ca/reporting/.

Goal 2: Effective support for teachers

Objective 2.1: Improved communication with teachers

Strategies

- Engage with teachers to learn what they need to improve classroom practice and to feel effectively supported; and
- Find new ways to share teachers' knowledge of effective teaching practices across the education system.

Objective 2.2: Improved support for teachers

Strategies

- Improve educational opportunities, support and mentoring for prospective, new and experienced teachers;
- Work with districts and teachers to ensure educators have access to effective technology to support student success;
- Work with our education partners to support ongoing professional development for teachers, based on the standards established by the BC Teacher's Council and recognize our shared interest in promoting a strong professional identity within the teaching profession; and
- Improve access to information regarding best practices in teaching.

Discussion

The 2015/16-2017/18 Service Plan has added a new performance measure to evaluate success under this goal and objective – the percentage of schools on the Next Generation Network (NGN). The NGN is an initiative that will transform the Provincial Learning Network to a high-capacity modern network that can grow and adapt to changing needs, converting approximately 1,650 school district sites to the NGN over a period of three years. School districts on the NGN will have the bandwidth to facilitate access to technology and services that students, parents and teachers need to support success in the learning environment and promote digital literacy.

Goal 3: An effective, accountable and responsive education system

Objective 3.1: High standards for individual students

Strategies

- Support, measure and report student success across the K-12 system in a way that enhances learning, connects families and teachers and aligns with targets;
- Create a new set of graduation requirements, based on the knowledge, skills, and core competencies that students will need to compete in today's global workforce;
- Work with education partners to evaluate and improve B.C.'s assessment program and K-12 Accountability Framework; and
- Facilitate access to the technology students and parents need to support personalized learning and setting standards for digital literacy.

Performance Measure 3: School Readiness

Performance Measure	2009/10 – 2010/11 Baseline	2011/12 – 2012/13	2013/14 Actual	2014/15 Target	2014/15 Actual	2015/16 Target	2016/17 Target
The percentage of children who enter kindergarten "developmentally ready" to learn	69.1%	67.5%	Data available 2016[1]	≥75%	Data available 2016[1]	N/A	N/A

Data Source: The Human Early Learning Partnership, through the University of British Columbia, is funded by the ministries of Children and Family Development, Education, and Health.

[1]The Early Development Instrument is collected in waves. Starting in the 2013/14 school year with the agreement of the partner ministries, HELP moved to a three-year data collection cycle – the next "wave" of results will include the 2013/14, 2014/15 and 2015/16 school years and will not be available until the summer/fall of 2016.

Discussion

Administered by the Human Early Learning Partnership (HELP) at The University of British Columbia and with the involvement of kindergarten teachers, the Early Development Instrument (EDI)[1] collects information in every school district. It measures five key areas of a child's development: physical health and well-being; social competence; emotional maturity; language and cognitive development; and communication skills and general knowledge.

Starting with 2009/10, data for the whole province is being collected over a two-year period by HELP. The EDI collection wave from 2011/12 to 2012/13 showed a small decrease of 1.6 per cent in the percentage of children who are developmentally ready to learn from the baseline of 69.1 per cent to 67.5 per cent.

While the Ministry of Education included school readiness as a performance measure for a number of years, it has been difficult to attribute any change in EDI performance, positive or negative, to the performance of the Ministry. This is because EDI results are impacted by variables that are beyond the influence of Ministry of Education programs and policies. The school readiness performance measure was originally included in Ministry of Education service planning and reporting as it was one of the few instruments available for measuring school readiness. Due to challenges with the data collection and reporting process, the EDI has been removed as a performance measure from the Ministry of Education 2015/16-2017/18 Service Plan.

[1] For more information about the Early Development Instrument, please visit http://earlylearning.ubc.ca/edi/

Performance Measure 4: Reading at grades 4 and 7

Performance Measure[1]	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Target	2014/15 Actual	2015/16 Target	2016/17 Target
Percentage of students in Grade 4 who meet or exceed reading expectations[2]	70%	71%	70%	≥75%	Data available June 2015	N/A	N/A
Percentage of students in Grade 7 who meet or exceed reading expectations	64%	66%	66%	≥73%	Data available June 2015	N/A	N/A

Data Source: Foundation Skills Assessment data, Ministry of Education.

[1] The number of students meeting or exceeding expectations is divided by all students in the province. If the students who did not write the assessment are removed from the calculation, the percentage meeting or exceeding expectations in the performance measure changes. For comparison, if the Ministry recalculated scores without these absent students, the per cent of Grade 4 students meeting or exceeding expectations in reading is 82 per cent in 2011/12 and 83 per cent in 2012/13.

[2] This should be the first performance measure to reflect the effect of full-day kindergarten on student achievement; however, that positive influence will not be evident until at least 2015/16 when the first cohort of students who experienced full-day kindergarten in 2011/12 reach Grade 4.

Discussion

The Foundation Skills Assessment[2] (FSA) measures the percentage of public and independent school students in Grades 4 and 7 who meet or exceed grade-level expectations in reading, writing, and numeracy. These skills form the basis for other learning, including 21st-century skills such as critical thinking and creative problem solving. Standards set by the Ministry are based on the recommendations of B.C. teachers. The assessment is administered to most students at those grade levels. FSA results have remained consistent over the past three years, with about 70% of Grade 4 students and 66% of Grade 7 students meeting or exceeding reading expectations.

The FSA performance measure has been removed from the Ministry of Education 2015/16-2017/18 Service Plan. While student achievement remains a priority for the Province, the Ministry is in the process of redesigning the provincial assessment program. As we work toward educational transformation in B.C., provincial assessments will be revised to reflect new directions and will serve as important system indicators of student performance.

[2] For more information about the Foundation Skills Assessment, please visit www.bced.gov.bc.ca/assessment/fsa/

Performance Measure 5: Reading and writing at grades 10 and 12

Performance Measure[1]	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Target	2014/15 Actual	2015/16 Target	2016/17 Target
Percentage of students who pass a Grade 10 Language Arts provincial exam[2]	91%	93%	90%	≥96%	Data available June 2015	N/A	N/A
Percentage of Grade 12 students who pass a Grade 12 Language Arts provincial exam[3]	91%	92%	91%	≥94%	Data available June 2015	N/A	N/A

Data Source: Provincial Required Examinations data, Ministry of Education. As data is released, it becomes available at: http://www.bced.gov.bc.ca/reporting/.

[1] Of the students who wrote a provincial examination in a grade 10/12 language course, this represents the percentage of students who passed the exam.

[2] Exams include English 10, English First Peoples 10, and Français langue première 10.

[3] Exams include Communications 12, English 12, English First Peoples 12, and Français langue première 12.

Discussion

The Grade 10 Language Arts exam requires students to read and comprehend text, think critically about literature and write clearly. The Grade 12 language arts exam provides an indication of whether the exam writer has sufficient reading comprehension and writing skills to successfully pursue career opportunities or post-secondary education after graduation. For more information on Grade 10 and 12 Language Arts and other required exams, please visit www.bced.gov.bc.ca/reporting/.

Students in British Columbia are achieving high results on the Grades 10 and 12 language arts provincial exams, with targets met or nearly met each year. While Language Arts examination results are key performance measures of the education system, evidence beyond the current provincial examinations are being explored to evaluate system performance. As such, these examination results have been removed from the 2015/16-2017/18 Service Plan.

Performance Measure 6: Completion rate

Performance Measure	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Target	2014/15 Actual	2015/16 Target	2016/17 Target
The percentage of students who complete school within six years of first starting Grade 8	82%	84%	84.2%	≥84%	Data available Oct 2015	≥85%	≥85%
The percentage of Aboriginal students who complete school within six years of first starting Grade 8	56%	59%	61.6%	61%	Data available Oct 2015	62%	63%

Data Source: Completion rates are based on data collected by the Ministry of Education. As data are released, it becomes available at: http://www.bced.gov.bc.ca/reporting/.

Discussion

Completion rates are determined by calculating the percentage of students who successfully complete provincial graduation requirements and obtain a Dogwood Diploma or an Adult Dogwood within six years of starting Grade 8 for the first time in a B.C. public or independent school. Completion rates have long been a performance measure because young adults are better positioned to transition to

post-secondary studies or the workplace if they complete B.C.'s graduation requirements and receive a secondary school graduation diploma.[3]

Based in part on input from school districts, the Ministry is reviewing the completion rate and exploring the creation of a more comprehensive measure of student success to be reported in conjunction with the completion rate. Personalized learning for every student will require a different set of assessments.

Objective 3.2: A transparent and responsive education system that works with families, employers and communities to position students for success in post-secondary education and in the workplace

Strategies

- Encourage parents and the public to engage in the process of education transformation, including an enhanced web presence and public dialogue around education transformation;
- Make the data and information of the education system transparent and accessible to students, parents, teachers, administrators and those working to improve education in B.C.;
- Work with school districts on the successful delivery of capital projects that support student learning in communities across B.C.;
- Implement MyEducationBC, which will offer improved tools for communicating with students and parents about student learning;
- Work with school districts to set clear targets and accountabilities for increased trades training enrolment, improved trades promotion and expanded partnerships with industry and post-secondary institutions, guided by the B.C. Jobs Plan and B.C.'s Skills for Jobs Blueprint; and
- Improve the accountability framework that guides the education sector toward improving student achievement.

[3] For more information about past and present completion rates, please visit www.bced.gov.bc.ca/reporting/.

Financial Report

Management Discussion and Analysis

Actual operating expense for public school instruction and administration was lower than anticipated due to strike savings associated with the teacher labour disruption. This was partially offset by additional funding provided to the sector resulting from the negotiated settlement reached in September 2014. The teacher settlement also resulted in increases to the Learning Improvement Fund and Transfer to Other Partners.

Strike savings were used to fund the Temporary Education Support for Parents (TESP), providing educational opportunities to families for their children during job action in the 2014/15 school year. Transfers to Other Partners were increased by both TESP payments to parents and from contingency access made available to the ministry to fund public libraries and the Public Employees Benefit Trust fund.

The increased cost of grants to independent schools was due to growth in enrolment and rate per pupil as well as the use of contingency funds for the purpose of special education funding.

Financial Report Summary Table

	Estimated[1]	Other Authorizations	Total Estimated	Actual	Variance
Operating Expenses ($000)					
Public School Instruction	4,495,835		4,495,835	4,233,453	(262,382)
Public School Administration	368,974		368,974	351,378	(17,596)
Learning Improvement Fund	75,000		75,000	88,100	13,100
Independent Schools	280,700	34,000	314,700	340,591	25,891
Transfer to Other Partners	84,087	30,867	114,954	363,427	248,473
Executive and Support Services	45,765		45,765	38,279	(7,486)
Statutory Appropriation British Columbia Training and Education Savings Program[3] Special Account	30,001	8,038	38,039	38,039	-
Statutory Appropriation *Teachers Act* Special Account	6,400	180	6,580	6,580	-
Statutory Appropriation Funding for British Columbia Training and Education Savings Program Special Account		46,074	46,074	46,074	-
Transfer from General Account to British Columbia Training and Education Savings Program Special Account		(46,074)	(46,074)	(46,074)	-
Sub-Total	**5,386,762**	**73,085**	**5,459,847**	**5,459,847**	-
Adjustment of Prior Year Accruals[2]				(416)	(416)
Total	5,386,762	73,085	5,459,847	5,459,431	(416)

Ministry Capital Expenditures (Consolidated Revenue Fund) ($000)					
Executive and Support Services	1,238		1,238	35	(1,203)
Capital Plan ($000)					
Public Schools	438,217		438,217	332,997	(105,220)

[1] "Other Authorizations" include Supplementary Estimates, Statutory Appropriations and Contingencies. The Ministry obtained access to Government contingency for transfers to Independent Schools, Public Libraries, and Public Education Benefits Trust. Amounts in this column are not related to the "estimated amount" under sections 5(1) and 6(1) of the Balanced Budget and Ministerial Accountability Act for ministerial accountability for operating expenses under the Act.
[2] The Adjustment of Prior Year Accrual of $.416 million is a reversal of accruals in the previous year.
[3] Special Account name change to British Columbia Training and Education Savings Program (effective fall of 2014)

Income Statement for Schools

Name of Sector	2014/15 Budget	2014/15 Actual	Variance
Combined Income Statement ($000)			
Total Revenue	5,683,595	5,386,582	(297,013)
Total Expense	5,667,475	5,339,178	(328,297)
Operating Results	16,120	47,404	31,284
Gain (Loss) on sale of Capital Assets (if applicable)	0,000	49,214	49,214
Net Results	**16,120**	**96,618**	**80,498**

Capital Plan and Major Projects (only if over $50 million)

Clayton North Secondary School

School District No. 36 (Surrey) is building a new 1,500-student-capacity secondary school in the Clayton neighbourhood in Surrey. The school is expected to cost $55 million and be complete in 2017. Enrolment in this part of Surrey School District has grown substantially in recent years, and the new school will alleviate pressures at other district secondary schools, particularly Lord Tweedsmuir which is operating over its current capacity.

Oak Bay High School

School District No. 61 (Greater Victoria) is replacing the existing secondary school with a 1,300-student-capacity school on the current site, which includes district-funded space for 100 international students. It is estimated that the new school will cost $52.5 million to build and it is scheduled to open September 2015.

Kitsilano Secondary School

School District No. 39 (Vancouver) is replacing and renovating the existing 1,500-student-capacity school on the current site. The three-stage project includes a new wing and renovation of the old heritage wing/façade. It is estimated that the project will cost $62.2 million and be complete in 2017.

Belmont and Royal Bay Secondary Schools

School District No. 62 (Sooke) replacing 1,200-student capacity Belmont Secondary School with a new school on the site of the former Glen Lake Elementary in Langford, and building a new 800-student-capacity secondary school at the Royal Bay site in Colwood. It is estimated that the replacement of Belmont Secondary will cost $61.6 million, and the new Royal Bay will cost $40.8 million. Both schools are scheduled to open in September 2015.

Centennial Secondary School

School District No. 43 (Coquitlam) is undertaking a seismic replacement of the existing Centennial Secondary with a 1,250-student-capacity school on its current site located in Coquitlam. The new school is estimated to cost $56.8 million to build and is expected to be complete in 2016.

Appendix A: Contact Information and Hyperlinks

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Appendix B: 2013 Minister's Mandate Letter Performance Highlights from 2014/15

In the Premier's annual Mandate Letter to the Minister dated 10 June 2013, the Minister of Education received direction on strategic priorities for the 2014/15 fiscal year. These priorities and the ministry's resulting actions are summarized below:

Priority	Highlights	Status
1. Balance your ministerial budget in order to control spending and ensure an overall balanced budget for the province of BC	• Contained 2014/15 Ministry spending to within its authorized appropriation and contributed to government achieving its fiscal target of a balanced budget. • Consistently applied austerity measures introduced by the Minister of Finance to ensure expenses complied with required approvals and discretionary spending was minimized. • Worked with Treasury Board Staff to develop a successful budget management plan.	Complete
2. Successfully achieve 10 years of educational stability by overseeing negotiations on a long-term collective agreement with the BC Teacher's Federation	• An unprecedented six-year negotiated agreement reached in September 2014. • The agreement provides a significant period of labour peace, balances government's fiscal obligations to taxpayers with a fair wage increase for teachers and supports improved learning conditions for B.C. students.	Complete
3. Review the mandate and structure of the BC Public Sector Employers' Association and provide options for reform	• Government remains focused on the settlement of a number of outstanding collective agreements across the broader public sector. • As any decisions on the issue of BC Public Sector Employers' Association (BCPSEA) governance must take into consideration the public sector as a whole. While this current governance arrangement remains in place, BCPSEA and BCPSEA trustee representatives will continue to have discussions and obtain input in recognition that, as the employers, boards of education play an important role in the work of BCPSEA.	Ongoing
4. Continue the education reforms contained in the *BC Education Plan* including providing teachers with performance assessments and support and curriculum enhancements	• Made revisions to existing/current Social Studies Curriculum to include relevant information about East and South Asian Canadians and to create awareness of the achievements of East and South Asian Canadians, and the contribution of these communities in B.C. • Working with teacher-writing teams to co-construct revised/redesigned K-9 and 10-12 curriculum; honor First Nations principles in revision/redesign work; and provide more minds-on and hands-on learning opportunities for students. • Working with teachers and education partners to co-construct core competencies profiles, descriptions, and illustrations to align K-12 student learning with post-secondary and business actions to address future workforce and 21st century competencies; to design policies and practices that support the use of competencies; and to help teacher enable students to employ core competencies and engage in deeper learning. • Co-constructing options (with the Advisory Group on Provincial Assessment) for a new provincial assessment program, a new design for provincial assessment and examinations, a new assessment instrument to align with changes in curriculum, and to support a transformed education system.	Complete and Ongoing
5. Implement the anti-bullying support to educators as committed by our	• Provided Level 1, Level 2 and Level 3 *Anti-bullying and Threat Assessment Training* to more than 10,000 educators and community partners in all regions of the province. • Developed *Emergency Management Guidelines* (covering human and	Complete and Ongoing

	government	natural disasters) and distributed them to school districts and education partner organizations. • Developed and posted *Social Media Guidelines* with the ERASE Student Advisory Group to provide direction for students, parents and educators on how to use social media ethically and responsibly (visit www.erasebullying.ca for more information) • Hosted more than 200 student leaders at a Student Forum in Prince George to share innovative approaches to prevent bullying behaviour and improve climate and culture in their school districts and schools. • Promoted Pink Shirt Day in BC schools and communities throughout the province.	
6.	Implementation of the $1,200 BC Education and Training Grant Program as promised in Balanced Budget 2013	• Canada-BC Agreement for the Administration and Delivery of the BC Training and Education Savings Grant (BCTESG) was signed in December 2014. • Children in care will have access to equivalent funds through the Learning Fund for Young Adults Charitable Trust that will be administered by Ministry of Children and Family Development. • Marketing and communications plans are being developed in view of the August 15, 2015 launch date. • As of May 2015, 14 financial institutions have indicated their interest to offer the BCTESG: eight as of August 2015, and six at a later date. • Implementation is ongoing and on schedule for launch date of August 15, 2015.	Ongoing
7.	Work with the Federation of Independent Schools Association, review and provide options for improvement and support educational choice for students and parents in BC	• Scheduled and frequent interaction with FISA on topics of interest and issues facing independent schools with Ministry staff, executive and the Minister. • Parliamentary secretary for independent schools continues to work on projects to support independent schools under the direction of the Minister.	Ongoing
8.	Provide options for the provision of online textbooks for parents to assist their children with homework in the K-12 sector	• The Ministry has provided online access to a number of parent support resources through Open School BC. • Currently there are 11 online textbooks available for parents covering literacy and numeracy skills from Kindergarten to Grade 8. • Parents, teachers and students can access over 18 free online secondary courses for self-study, additional practice in a challenging subject area or general interest.	Complete and Ongoing
9.	Implement the $563 million seismic upgrade program to ensure our education facilities can protect those learning and working in the event of a major earthquake in our province	• As of May 2015, 146 schools have been seismically improved, 15 are current under construction, nine are proceeding to construction in 2015/16 and a further 44 are in the planning and pre-tender stage.	Ongoing
10.	Fully implement and build on the resources allocated for arts education committed in *Balanced Budget 2013*	• Funding administered through the Ministry of Community, Sport and Cultural Development. o $3.5 million in Youth Engagement Programs to provide support to schools, school districts, and organizations to actively engage youth through exposure to artists and art experiences, including 310 grants to 61 school districts. o $2 million in youth scholarships, co-op placements, internships,	Complete

	residency and mentorship opportunities including 128 scholarships and 65 Early Career Development placements. ○ $2 million for the After School Sport and Arts initiative which supported programs in 151 schools in 14 school districts across the province.	
11. Work with the ministries of Jobs, Tourism and Skills Training and Advanced Education to ensure seamless transitions to the workforce for student who choose apprenticeship or other post-secondary training programs for those entering the trades.	• Launched *BC's Skills for Jobs Blueprint: Re-engineering Education and Training*, a ten year plan to help students and their families make informed choices about future career paths. • Created agreements with 11 northern school districts – the *Shoulder Tappers Project* – to provide on-the-ground support for skills training for northern districts in the LNG corridor. • Launched an online *Career and Skills Toolkit* that provides school districts with online resources to start up career and skills training courses in their districts • Provided 26 school districts with grants of $5,000 each to help overcome access obstacles to training.	Ongoing